

**TEACHING- LEARNING PROCESS OF READING
IN THE ELEVEN GRADES OF SMA PGRI SRAGEN
IN 2011/ 2012 ACADEMIC YEAR**



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TEACHING- LEARNING PROCESS OF READING IN THE ELEVEN GRADES OF SMA PGRI SRAGEN IN 2011/ 2012 ACADEMIC YEAR

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This research aims at describing teaching learning process of reading in the eleven grades of SMA PGRI Sragen in 2011/ 2012 academic year. To know how is the English teaching- learning process of reading, the problems faced by the teacher and the students, and the problems solving by the teacher. This research is a descriptive qualitative research. The researcher collected the data by observing the teaching learning process of reading and conducting in interview. The data including: syllabus, field note, reading materials, and interview script. The techniques of collecting data: observation, interview, document. And the techniques of analyzing data: reduction the data, display, and conclusion and verification. The result of the research: a) the objective of teaching reading is to develop the reading skill and the students able to read the meanings of written hortatory exposition. b) the material is hortatory exposition. c) the materials taken from text book, namely Look a Head and students and LKS SIMPATI. d) the classroom activity is BKF, MOT, JCT, ICT. e) reading techniques used by the teacher: pre reading, while reading, and post reading. The methods that used by the teacher are GTM and genre based approach. f) the media used by the teacher is whiteboard, textbook, laboratory. g) evaluation systems taken periodically per week, mid and final test. h) the roles of teacher are source of learning, organizer, and evaluator. and the roles of the students are listener, performer, tutor. i) the problems faced are managing the class, time allotment, limitation vocabulary, the students have low motivation, and heterogeneous class. 3) The problems solving by the teacher are give homework, suggest to the students to open dictionary, and repeats the materials.

Keywords: Teaching reading, eleven grades

I. Introduction

Reading is one of the language skills that must be learnt by the students. Reading ability is very needed by the students since both local and national test of English are tested in written form, so that teaching reading should be learned in kindergarten until higher education. Reading is the ability of an individual to recognize a visual form, associate the form with a sound and or a meaning acquired in the past, and on the basis of the past experience, understands and interprets its meaning Kennedy (1981:5). Based from the statement, the students should have a competence to understand about the writer's ideas.

Teaching reading in Indonesia is focused on ability of communication of the students, it is must be taught clearly. Teaching reading as foreign language in senior high school is very important because reading can improve the student's knowledge. Reading ability is needed by the students because the national examination consists of reading. The students have to answer the question related to the reading materials, such as: topic paragraph, main idea, etc.

The techniques reading must be improved the reading ability of the students. There are techniques for reading which can be applied by the teacher: pre reading, while reading, and post reading. Method in classroom activities must be creative, because the creative method makes the students comfortable and enjoy when teaching learning process. Monotonously method makes the students boring, so that the teacher must be creative when organize teaching learning process. To see the reading ability each students, the teacher must be monitor the student progress. After monitor the students' progress, the teacher gives assessment both individual and peer assessment. Progress of the students can be seen after taken assessment; in here the teacher gives feedback the student's assessment. The important thing in evaluation, the teacher has passing grade in teaching reading. From the assessment, the teacher understand the ability each student so that the teacher knows the problems during teaching learning process of reading, and the teacher can choose problems solving as soon as possible.

In SMA PGRI Sragen grades eleven, the teacher has done the approaches in teaching reading but the explanation the materials often monotonously. It makes the students not comfortable. Based on the observation in this school, the writer concludes that the theory often different with the real condition. The aims of this research is to describe the teaching learning process of reading in the eleven grades of SMA PGRI Sragen, problems faced by the teacher and students, and then the problems solving by the teacher. Type of this research is descriptive qualitative. So the writer is interested in observing this case, therefore the writer conducted a research entitled *Teaching- Learning Process of Reading in the Eleven Grades of SMA PGRI Sragen in 2011/ 2012 Academic Year*.

II. Method of Collecting Data

Type of this research is descriptive qualitative research. The goal of descriptive research gets information about the research itself and observes the relevancy variables to make the result easier to understand. This type is not examine hypotheses or use hypotheses, but describes the information base on variables.

The research was conducted in the eleven grades of SMA PGRI Sragen. The observation was held three times in the classroom. The subject of the study is the English teacher and the students of SMA PGRI Sragen grade eleven. The object of the study is teaching reading at the eleven grade of SMA PGRI Sragen. The data and data source event,

informant, and document. The techniques of collecting data: observation, interview, document. And the techniques of analyzing data: reduction the data, display, and conclusion and verification

III. Research Finding and Discussion

A. Research Finding

1. Teaching- learning Process of Reading to the Eleventh Grade of SMA PGRI Sragen

a. The Objective of Teaching Reading.

Based on the interview and observation in the classroom on April 23th – April 25th, 2012 at the eleven grades of *SMA PGRI* Sragen, the purpose of teaching reading is to develop the reading skill and the students should be able to read the meanings of written hortatory exposition monologs accurately, fluently, and contextually accepted in the forms of written materials.

b. Teaching Materials

Material is anything which is used by the teacher and the learner to facilitate the teaching learning. The materials should be appropriate with the syllabus. The good materials should help the students to understand the lesson. The material is taken from *Look a Head* publish by Erlangga. The teacher also adds the material from *Stepping Stone* and *Informational English*. The teacher also use students worksheet namely *LKS Simpati*.

Material for teaching reading at the eleven grades of SMA PGRI is hortatory exposition text, such as advantages and disadvantages of smoking, advantages and disadvantages of advertisement, etc.

c. Teaching Procedure

A good teaching procedure is one of the factors to increase the quality of the learning process. This observation was done three times. It aims at understanding the validity of the result data and to compare one observation and the other observation whether they are same or different. In here, the writer only makes one conclusion about activities that have been done by the teacher from all of the observations, because the activities that have been done by the teacher have same activities in every meeting. Based on the observation, the writer summarizes the observation as follows:

1) Pre- reading

After the bell rang, the teacher entered the class and said “good morning, how are you?”, and then the students responded “good morning sir, I’m fine and you?” the teacher answered “I’m very well”, thank you. After that, the teacher checked the students’ attendance. During the teacher checks the student’s attendance, the students prepared their book, pen, etc. After checking the student’s attendance, the teacher talked about the material for the day that is hortatory exposition. The teacher described the phenomenon to discuss together. The phenomenon is smoking. And the students expressed their opinion about smoking. Based on the observation, the teacher implemented pre reading in right way. By warming up the students related the material, for example ask the students about smoking habit.

2) Whilst- reading

After the students gave opinion, the teacher gave a text related the topic. The teacher asks to the students skimming a text. The purpose of skimming a text is to know the content of the text, so that the teacher can be easier when delivering the materials because in skimming, the students know the difficulties word, the main idea each paragraph, etc. The teacher read the material entitled smoking and the students listened carefully. After the teacher read the text, the teacher discussed together with the students about the generic structure of the text and the last the language features of the text.

The teacher uses two languages there are Indonesia and English when delivered the materials in order to the students can be understand about the material. The teacher uses whiteboard as media to write his explanation. The teacher gives several minutes in order to the students writing about teacher's explanation. After the students finished writing a note, the teacher gives example of the text again taken from *Look a Head* textbook, and discusses it together with the students about the function, generic structure, language features. In here, the teacher gives question orally, especially to students who make trouble in the class. After the teacher gave text taken from the textbook, the teacher divided the class into six groups, each group consists of six or seven students, one of the students each group as a chairman. The chairman must be presented in front of the class. The teacher gives time to the students to discuss the assignments after that, the chairman presented in front of the class. During the discussion occurred some of the students make trouble with their friend, so that it makes the class noisy.

The time is up, the teacher offering the students presenting their work in front of the class. After presenting their work, the teacher gives feedback and evaluation for the students and gives point to the students who the active when the discussion taken place. The teacher also asks the students one by one in order to the teacher know how far the students understand about the material. So those, the teacher can repeat the material which did not understanding by the students.

Based on the observation, the teacher applied while reading in right way. The teacher gave text after that explain the materials and the last gave assignment. The teacher divided the students into six groups and the students do the work in group and then present their work in front of the class. And the teacher gives feed back during presentation occurred. Presentation makes the students confidence because the students must be share their opinion about the case.

3) Post Reading

At the last session, usually the teacher gave feedback about the lesson that day, gave evaluation for the students and gave homework to the students. Before closing the teaching learning process, the teacher gave concussion about the topic today and gave opportunity to the students to ask the teacher. Before leaving the class, the teacher has greeted by saying

“good morning and don’t forget to do your homework”, and the students responded “good morning, yes Sir”.

Based on the observation, the researcher concludes that the teacher applied post reading in right way. By giving homework in order to the students can learn more at home. The result of the observation is the teaching learning process of reading appropriate with syllabus and lesson plan, and the teacher applying Genre Based Approach and Grammar Translation Method

d. Teaching Technique and Media

Technique is important to support teaching learning process. Based on the observation, the teacher uses various techniques during teaching learning process, the technique such as: group discussion, presentation, think- pair share. The benefit of the techniques are the students can share and express opinion with their friends, makes the students confidence because the students present their work in front of the class. The teacher also gives technique in reading as follows: pre- reading, while reading, and post reading.

The methods that used by the teacher are Genre Based Approach, Grammar Translation Method, and Cooperative Language Learning. The media used by the teacher are: journal, magazine, newspaper, whiteboard, and laboratory. Based on the observation the media in the school is very little the laboratory only one, the supplement materials taken from magazine, newspaper, and journal. So that, several times the students feels bored during teaching learning process especially in the last session or after sport lesson.

e. Role of Teacher

Teacher has several roles in the classroom, as follows:

1) As source of learning,

As a source of learning, the teacher has too much experience. The teacher should be ready to be a recourse when the students not understandable about the materials. In this role, the teacher explaining the materials, introduce the new vocabulary, gives technique how to memorize the new vocabulary by drilling and repetition, gives motivation to learn more, etc. The most important roles as a source of learning is the teacher delivered materials clearly. Based on the observation, the teacher does duty as source of learning very well. The teacher delivered the materials clearly, and helps the students when the students find the difficulties during teaching learning process, for example the teacher helps in translating

2) As elevator,

In this role the teacher should monitor the students periodically, so that the teacher knows how far the students accept and understand the materials. The teacher evaluates the students periodically, usually the teacher gives examination a week in order to how the difficult material. After gives examination, the teacher evaluates the students’ work and gives suggestion for their work. Based on the observation, the teacher gives evaluation periodically; there are after the students’ presentation their works, after the students take the examination periodical, mid test.

3) As organizer,

The teacher manages every activity in the class, starting from the explanation the materials, giving opportunity for the students in order to perform their work, giving task and the last giving evaluation the students. Besides, the teacher must keep the situation the class in order to be silent. Based on the observation the teacher organizes the teaching learning process very carefully by managing the time to deliver materials and discusses the students' work

f. Role of Students

Roles of students in the class as follows:

1) As listener

The students listen carefully the materials delivered by the teacher. If they do not understand the materials, they can ask the teacher. Based on the observation, the teacher read the text and the students listen very carefully.

2) As performer,

The students do their work, presenting their work in front of the class, asking the teacher about the difficult materials, answering question from the teacher or their friend when the discussion takes places. Based on the observation, the students present their work in front of the class, answering question from the teacher, and doing their self assignment.

3) As tutor

The students help their friend when their friend gets difficulties in learning, such as in learning tenses. Occasionally, the students are shame of asking the teacher about tenses so that the students choose to ask their friend to explain the tenses. Based on the observation, some of the students choose their friend for explaining the material because the students are afraid and shame when they ask the teacher.

g. Evaluation System

Evaluation is important in teaching learning of reading. Evaluation is usually used by the teacher at the beginning and the end of session. The function of evaluation is to give feedback for the learner during learning process. For mid and final test, the score is integrated with other language skills (speaking, listening, and writing). Types of evaluation are multiple choices and essay several times, where the teacher also gives question orally to the students.

2. Problem Faced by the Teacher and the Students in Teaching Reading to the Eleven Grade of SMA PGRI Sragen

There are some problems faced by the teacher and the students during teaching learning process of reading:

a. Managing the students in the class

Sometimes, the class is very noisy, because some of the students make a joke with their friends. The teacher tried to keep the situation in the class by ask to the trouble maker. Besides, the English lesson was conducted at the last session or 12.30 PM. This time is not suitable to teach English lesson.

b. Time allotment

In the school, the schedule of English lesson is 7 x 45 minutes a week. This time is very limited so that, several time the teacher gives homework in order to the students learns more at home. To maximal the explanation, the teacher

usually makes a group, after that the teacher gives the materials and then the students deliver it.

c. Students lack participation and low motivation

Sometimes, the students have lack of participation because the materials which delivered by the teacher was not interesting and then the technique was monotonous. The students were not motivations to learn because for schedule of English lesson at the last session. So the teacher should motivate and give some joke in order that the students to be comfortable.

d. Limited vocabulary

This case makes the teaching- learning process does not run well, because the teacher explaining the materials by English language so that the teacher translate the explanation into Indonesian. Limited vocabulary also makes the students difficult in translating the text.

e. Heterogeneous class

Ability to understand the materials between ones student with others are different. The teacher should know the capability the students. The teacher should know when to explain the materials to the students.

3. Problem Solving Used by the Teacher to Overcome the Problem

There are some problem solving used by the teacher to overcome the problem in the classroom as follows:

a. Managing the students in the class

Sometimes, the class is very noisy, because some of the students make a joke with their friends. Usually, the teacher will be walk around the class, and then give question to the students who make a joke, and the students must be answer. In this way the students will be attention and listen carefully to the teacher explanations.

b. Time allotment

This case make the teacher delivered the materials explicating. For examples are delivering hortatory exposition, the purpose of the text, generic structure, language features, give example of the text, drawing conclusion based on the text, and then next day the teacher ask to the student in order to they are bring the text complete with the explanation. Besides, the teacher makes group and then the students deliver the materials after that the teacher gives feed back. The teacher is very helpful by this way because the time is limited.

c. The students have lack participation and low motivation

The teacher has to be more creative and innovative when delivering the materials, especially at the last session. The teacher can make some joke to make the students comfortable. The various techniques can help the teacher to minimal the lack participation of the students. Several times, the teacher gives story to motivate the students in order to learn more and diligent follows teacher's explanation.

d. Limited vocabulary.

In here, the teacher makes list of vocabulary and drilling vocabulary. Besides, the teacher repeated his explanation using Indonesian in order to the students understand the materials. The teacher always suggests the learners to

bring and open the dictionary. The teacher also gives vocabulary test periodically; which aims to increase the students' vocabulary.

e. Heterogeneous class.

Based on the observation, the teacher usually gives easy example, repeats his explanation, gives homework, and gives opportunity for the students to ask question. When the students fail in examination, the teacher gives a remediating until the students get a standard mark.

B. Discussion

Based on the research finding, the researcher concludes that the objectives teaching reading are developing the reading skill and the students able to read the meanings of written hortatory exposition monologs accurately, fluently, and contextually accepted in the forms of written materials. The materials of teaching reading in the eleven grades of SMA PGRI Sragen is hortatory exposition, the materials taken from textbook and students' worksheet. Techniques of reading are pre reading, while reading, and post reading. The teacher implemented the techniques in right way, because in pre reading the teacher orders the students skimming the text. In while reading the teacher reading the text and together discuss the text. And the last is post reading, the teacher orders the students to answer the question with their pairs.

Method of teaching reading is Grammar Translation Method, and Genre Based Approach. The teacher implemented Grammar Translation Method and Genre Based Approach correctly. The techniques are group discussion, presentation, think- pair share making the student confidence and brave, because the students must share their opinion, present their work in the class.

Dissimilarity with the previous study is the study of research teaching reading descriptive text, and the previous ones is teaching technique, her results technique for teaching reading using ICARE. Based from the observation, the writer finds that techniques that used by the teacher can help the students to understand about content of the text. Pre reading, while reading, and post reading are correctly step in teaching reading. The students can able to read the meaning that conveyed by the author. The teacher implemented the techniques in right way. These techniques can be applied in the other school to develop the reading ability of the students.

IV. Conclusion and Suggestion

A. Conclusion

Based from the research finding above the writer concludes the objective of teaching reading is to develop the reading skill and the students able to read the meanings of written hortatory exposition. The material is hortatory exposition. c) the materials taken from text book, namely *Look a Head* and students and *LKS SIMPATI*. The classroom activity is BKF, MOT, JCT, ICT. Reading techniques used by the teacher: pre reading, while reading, and post reading. The methods that used by the teacher are GTM and genre based approach. The media used by the teacher is whiteboard, textbook, laboratory. Evaluation systems are taken periodically per week, mid and final test. The roles of teacher are source of learning, organizer, and evaluator, and the roles of the students are listener, performer, and tutor. The problems faced are managing the class, time allotment, limitation vocabulary; the students have low motivation, and heterogeneous class. The problems solving by the teacher are give homework, suggest to the students to open dictionary, and repeats the materials.

B. Suggestion

Based on the conclusion above, the writer proposes the following: suggestion to the teacher, the students, and the school.

1. To the teacher
 - a. The teacher should use various techniques, not only question answer or discussion, because the various techniques make the student happy to follow the teaching learning process, while role plays.
 - b. The teacher should use various media to facilitate teaching learning process. For example, the teacher uses food packages, power point, movie, etc,
 - c. The teacher should give the motivation during teaching learning process, especially when the materials are boring in the lesson at the last session.
2. To the students
 - a. The students must pay attention to the lesson during the teaching learning process occur,
 - b. The students have to increase their vocabulary by reading the English textbook, and try to translate the text,
 - c. The students do practice more at home or in the school.
3. To the school
 - a. The school library should increase the collection of English book and dictionary

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